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| Collaborative Planning |
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| Teacher-Librarian as Instructional Partner |

**SSLA**

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Collaborative Planning

Teacher-Librarian as Instructional Partner

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# Overview

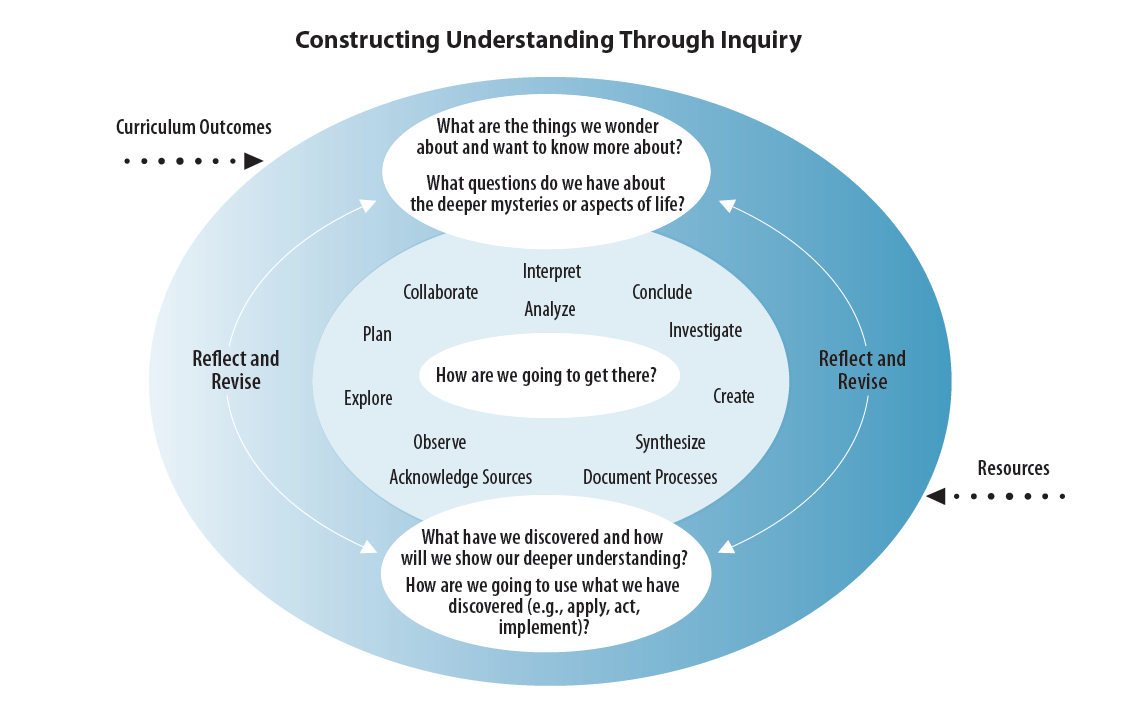
Students learn about (co-construct the overview).

# Outcomes

[cut and paste curricula outcomes]

# Focus

1. Saskatchewan Ministry’s Inquiry Model will guide our work.
2. The comprehension strategies will be explicitly taught to help deepen student understanding.
3. Harvey and Daniels (2009) model of inquiry planning will frame our work.



*Ministry of Saskatchewan*

# Planning Outline

## Meeting #1 – Build Prior Knowledge

**Outcome**

1. Determine the learning at the end of the unit/topic.

**Procedure**

1. Build prior knowledge of cooperative planning and instructional strategies
2. Identify purpose for the collaboration.
3. Determine the topic, what the teacher wants the student to learn, and how we will know the students have learned it.
4. Revisit curricula outcomes and framework to ensure alignment.
5. Begin to develop essential questions

## Meeting #2 – Develop Essential Questions

**Outcome:**

1. Develop essential questions which are rich enough to be revisited throughout the unit/topic.

**Procedure**

1. Revisit and refine essential questions.
2. Introduce Harvey and Daniels’ inquiry model – Coach through a variety of collaboration, comprehension, and inquiry skills.
3. Begin identifying an outline of lesson topics/learning experiences to help students build a sophisticated and evergreening response to essential questions and move learning towards intended learning outcomes.
4. Identify lessons/learning experiences which require coteaching or the facilitation by the teacher-librarian.

## Meeting #3 – Refine Planning

**Outcome**

1. Determine timeframe
2. Detail lessons/learning experiences
3. Gather resources

**Procedure**

1. Revisit planning to determine if refinement of unit outline is needed.
2. Detail lessons/learning experiences.
3. Determine next steps and responsibilities.
4. Gather necessary resources.

# Inquiry Lesson Outline

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students’ discoveries, insights, and co-construction of new knowledge. Questionsfor deeper understanding are used to initiate and guide the inquiry and give students direction for developing deep understandings about a topic or issue under study (ELA Curriculum, 2009).

Inquiry, as outlined by Harvey and Daniels (2009), follow a four-stage model: Immerse, Investigate, Coalesce, and Go Public. Although these four stages appear linear, the authors urge teachers to view them as a spiral, because learners go back and forth between them throughout a given exploration. Modelling, guided practice, collaborative practice, independent practice, and application, are used throughout the unit to explicitly teach and coach students through a variety of collaboration, comprehension, and inquiry skills.

Immerse

The initial stage, “Immerse,” is a time to build wonderment and background knowledge.  
Time: 10 minutes

* Set the purpose of the context or the purpose
  + Reading strategy
  + Element of fiction
  + Exploration of essential question
* Connect to the whole; this is a comment rather than an elaborate connection

Investigate/Reading and Collaboration

Stage Two, “Investigate,” is the students’ opportunity to develop their understanding of stated concept. According to the authors, students develop initial questions, search for information, and deepen their learning.

Time: 20 minutes

* Read independently or in group
* Discuss – purposeful discussion based on the context set in Set The Stage – often includes essential question

Coalesce/Individual Reflection

The next stage, “Coalesce”, involves summarizing and synthesizing information, as well as the construction of new knowledge. Students also reflect on their learning and their methods for monitoring comprehension.

Time: 15 minutes

* Often written, but not exclusive

Group Synthesis

Lastly, students “Go Public,” or share their learning in some way. This may include presenting findings to peers, the community, or a larger global audience.

Time: 5 minutes

* Share thoughts, revelations that relate to context.
* Relate to the bigger question